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INTEGRATION OF MODERN TECHNOLOGIES INTO THE EDUCATIONAL PROCESS: CHALLENGES AND PROSPECTS

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Abstract: This article explores an innovative approach to the study of historicisms and archaisms in the language of Alexander Pushkin's literary works using virtual reality (VR) technologies. The author presents a methodology that combines traditional linguistic approaches with the immersive capabilities of VR, allowing for a more profound analysis and perception of the linguistic features of the era. The paper details the stages of creating virtual models of the historical context, which facilitate the examination of lexical and cultural aspects of Pushkin's language, as well as interactive methods for text analysis. The application of VR technologies in the study of historicisms and archaisms enables a deep immersion into the atmosphere of the 19th century, creating new opportunities for educational processes and literary research.

Keywords: Virtual Reality, Historicisms, Archaisms, VR Interfaces, Lexical Analysis, Interactive Learning, Historical Context, Cultural Realities, Sociocultural Features, Language Visualization, Educational Process, Historical Modeling.

In recent years, virtual reality (VR) has been increasingly integrated into educational and research activities, including the study of literature. One of the most innovative and promising applications of VR lies in the analysis of historicisms and archaisms in literary language. The use of VR technologies to explore Alexander Pushkin's language offers a completely new mode of engaging with texts and deepens the understanding of the linguistic features of the era. This methodology involves using VR to immerse users in a historical atmosphere and spatial-temporal modeling of Pushkin's language.

Virtual Reality as a Conceptual Basis for Literary Study: VR enables the creation of multi-layered, interactive environments where language, visuals, and sound are combined to reconstruct a historical epoch. In the context of Pushkin's works, this includes recreating scenes where archaisms and historicisms are used, thus allowing for the study of these elements in the context of authentic communication and character interaction with their environment.

Development of VR models for analyzing historicisms and archaisms: To effectively employ VR in literary research, it is necessary to develop multimodal virtual environments that act as both visual and lexical reference points. These can include:

Reconstructed historical scenes from Pushkin's works, such as dialogues from *The Captain's Daughter* or *Onegin*, with emphasis on the use of archaic or historical vocabulary.

Interactive lexical features that allow users to click on a word or expression to hear it used in a historically appropriate context, along with definitions and explanations of usage across time periods.

Contextual immersion: for example, studying the term *cydapb* (sir) in Pushkin's work can be supplemented with virtual scenes illustrating social interaction, where users not only see the word in context but also hear its pronunciation, thus gaining a better grasp of its stylistic and social function.

Sociocultural visualizations, including interior design, clothing, customs, and social behavior of the 19th century, offering insight into why certain archaisms or historicisms were used.

Historical contextualization, allowing users to view texts through the lens of the social, political, and cultural circumstances of the time. For instance, a scene from *Onegin* that references contemporary events can be reimagined with political context, providing clarity on how a historicism reflects that background.

Interactive and educational features: VR learning environments may include features such as: Audio commentary from virtual guides explaining the use and meaning of archaisms or historicisms during their appearance in the text.

Dynamic text analysis, where VR models present texts as they evolve, highlighting changes in vocabulary and stylistic features across Pushkin's works.

Educational integration: The developed methodology can be integrated into the educational process for in-depth literary study. Utilizing VR in classrooms, seminars, and lectures will enhance students' perception of Pushkin's language and increase engagement with the lexical and cultural elements of his writing. These technologies allow learners not only to read and analyze texts but to "live" within the era described by the author.

Methodological principles: The methodology is based on the integration of traditional linguistic analysis with modern VR capabilities, enhancing visual and auditory perception of literary material. Key principles include:

Modeling the historical context in which Pushkin wrote, including recreating historical and cultural environments reflected in his language.

Interactive linguistic analysis, enabling real-time interaction with texts to explore historicisms and archaisms within their functional literary context.

Visualization of meanings through virtual objects that illustrate the cultural or social realities represented by these linguistic forms.

Implementation stages: Creating a virtual model of Pushkin's era: This involves reconstructing the social and material realities of the 18th–19th centuries, such as those of the nobility, peasants, and cultural institutions. VR enables immersion into historical St. Petersburg, aristocratic salons, and rural estates, reflecting the settings in which Pushkin's language was used.

Salon recreations: A virtual salon can portray literary and cultural discussions, enabling the user to experience how terms like *барин* (nobleman), *дворянин* (gentleman), and *государь* (sovereign) functioned in context.

Interactive lexical analysis: Learners can select excerpts containing historicisms or archaisms and see them in action within the virtual environment. For instance, the word *губернатор* (governor) could be presented alongside information about its historical significance and role in the societal hierarchy.

Audiovisual representation: Incorporating historical pronunciations and accents enhances understanding not only of word meanings but also their tone, emotion, and stylistic impact in speech. Fragments of Pushkin's works can be voiced with historically appropriate intonation to capture the speech patterns of different social classes.

Practical applications: The methodology holds practical value for educational institutions. Using VR, students and researchers can explore

Pushkin’s language in depth, understand the evolution of word meanings, and gain insight into the sociocultural framework influencing his work. This approach is beneficial for both philologists and historians interested in literary language and its cultural context.

Conclusion: The proposed methodology for analyzing historicisms and archaisms in Pushkin’s language through VR technologies represents a groundbreaking development in lexicographic and literary analysis. By combining traditional approaches with advanced digital tools, it enables a new level of engagement with texts—where the researcher not only reads and analyzes but also immerses themselves in the cultural and historical context—thus fostering a deeper and more nuanced understanding of the language of one of Russia’s greatest poets.

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KOGNITIV VA PEDAGOGIK AHAMIYATI: SUN’YI INTELLEKT
SHAROITIDA YANGI YONDASHUV**

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